

**Reading expectations for year three: Questions adults could ask to help develop these skills:**

Apply growing knowledge of root words, prefixes (dis-, mis-, il-, im-, in-, ir) suffixes (-ly) to understand the meaning of new words. “Can you think of any other words with the prefix *dis-*. How do these letters change the meaning of the word. Are there any other prefixes we could use with this word?”

Read common exception words (see list below) “Can you find the word \_\_\_\_\_ in the text? What is unusual about the spelling of this word?”

Listen to and discuss a wide range of fiction, non-fiction, poetry and plays. What did you enjoy about the text? If you were the author/poet, what would do differently? How does the character of \_\_\_\_\_ change during the story?”

Read books that are structured in different ways. “Is this book a fiction or a non-fiction book? What features do you notice? What else could be included in this page?”

Identify themes in books. “What message is this story trying to give us? What are the main ideas in this book?”

**Comprehension expectations for year three Questions adults could ask to help develop these skills:**

Increase familiarity with a wide range of books, including fairy stories, myths and legends, and “What genre is this text? Can you compare this myth with other myths you have read. What happens in this story?”

Read aloud poems and perform playscripts. “What kind of voice might this character use? Which phrase in this line could we emphasise/say in a different way?”

Discuss words that capture the reader's imagination. “I wonder why the author has used the word \_\_\_\_\_? What word would you use instead of \_\_\_\_\_? What does the phrase \_\_\_\_\_ make

Check that the text makes sense by discussing understanding of words. “What word could you use instead of \_\_\_\_\_? Why does the author use the word \_\_\_\_\_?”

**Comprehension expectations for year three: Questions adults could ask to help develop these skills:**

Work out what a character in a book is feeling by the actions they take (making inferences). “Why do you think that \_\_\_\_\_ did that. When \_\_\_\_ says....., what does that tell us about him/her?”

Predict what might happen from clues they have read. “Using the chapter headings, what do you think might happen in this story? From what you know about this character, what might they do next?”

Identify the main ideas within a paragraph. “What is this paragraph about? What is the main idea in this section of the story?”

**Comprehension expectations for year three: Questions adults could ask to help develop these skills:**

Ask questions to improve understanding of the text. “Why did the character behave like that? How does the description make the story come alive?”

Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. “How does the layout of the page help us understand the text? Why has the author chosen to start a new paragraph here? How do we know who is speaking at this point in the story?”

Retrieve and record information from non-fiction “Where in the book would you find information about.....? Can you list the main facts that you have learnt about.....?”



Supporting your child's reading  
Year three Common Exception Words



accident	business	eight	heard	ordinary
accidentally	breath	eighth	heart	pressure
actual	breathe	enough	height	probably
actually	build	extreme	island	reign
address	busy	February	learn	straight
answer	complete	forward	library	strange
appear	continue	fruit	natural	surprise
arrive	describe	group	occasion	weight
believe	early	guard	occasionally	woman
bicycle	Earth	guide	often	women